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ABSTRACT

The primary goals of this practicum were to improve the listening skills of 47 kindergarten children attending half-day classes at an elementary school in a residential suburban community, and to remediate the attentional deficits of 2 students. Additional goals were to elicit the cooperation of parents in developing good listening habits in their children, and to share information about listening skills with fellow teachers. Activities implemented included: (1) the use of a listening center table; (2) daily group activities devoted to listening activities and games; (3) a motivational incentive program for good listening; (4) story time; (5) a dissemination workshop for teachers; and (6) distribution of related information to parents. Evaluation data indicated that listening skills improved in 45 of 47 children. Children with attentional deficits improved slightly late in the intervention. Parents were enthusiastic and cooperative, but few conducted follow-up activities at home. Related materials, such as sample pages from a manual prepared for the listening workshop, are appended. (RH)

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A PROGRAM OF GAMES AND ACTIVITIES TO INCREASE LISTENING AND ATTENTIONAL SKILLS IN KINDERGARTEN CHILDREN

BY

CHARLOTTE EDLESTON

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NOVA UNIVERSITY

A Program Of Games And Activities To Increase Listening And Attentional Skills In Kindergarten Children

by

Charlotte Edleston

Cluster XXI

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

PS 017275

NOVA UNIVERSITY

1987

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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July 10, 1987
Date

This practicum report was submitted by Charlotte Edleston under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

1/25/88
Date of Final Approval of Report

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Dr. Georgianna Lowen

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There are many people who made the task of doing this project and report an easier one. I wish to acknowledge the cooperation and support of my Principal, William Cherico as well as fellow teachers who offered ideas and help.

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Abstract

Development and implementation of a program to increase listening and attentional skills in Kindergarten children through the use of games, activities and motivation. Edleston, Charlotte S., 1987: Practicum Report, Nova University, EdD Program in Early and Middle Childhood. Descriptors:(Attenion/Listening/Learning Disabilities/ Elementary Education/Kindergarten/Academic Success/Parent Teacher Cooperation/Remediation)

This practicum was designed to improve the listening skills of the entire Kindergarten population and to remediate the attentional skills of a smaller population of non-attending students. A secondary goal was to elicit the cooperation of parents to develop good listening habits in their children.

The writer administered a needs assessment questionaire survey to teachers; developed a program of games, activities and a listening center to encourage the development of listening skills, sent home information and suggestions to parents and held a workshop for fellow teachers at the conclusion of the program.

The results of the practicum were mostly positive. Analysis of the data showed that listening skills

significantly improved in 45 out of 47 children. Children with attentional deficits responded less well to this type of remediation. Responses to a parent questionnaire found parents to be cooperative and enthusiastic about results of the practicum in the classroom, but found follow through at home more difficult.

CHAPTER I

INTRODUCTION

Description of Community

The setting for this Practicum was a public Elementary school of approximately 500 students presently housing grades 1-5. The actual implementation of the practicum took place in two Kindergarten classes of 22-24 students who attended for one half day each. Of these 56 students, 49 had attended Nursery School prior to their entrance to Kindergarten. The population of this group was comprised of children from low-middle to high-middle socio-economic neighborhoods.

The school is one of three elementary schools in a town of nearly 25,000 residents, located forty miles north of a large urban Northeastern city. The town evolved during the past twenty-five years from a small resort community surrounded by farms to a mostly residental suburban community. During this time the school population progressed from being housed in one building to being distributed in six buildings. Due to a slight decrease in school age

children, one elementary school was closed in the past year.

Because the community is residental with no major industry, the majority of the fathers commute to work from twenty to fifty miles away from home, producing a situation in which many fathers arrive home very late, often after the children are in bed for the night. In addition, a large proportion of the mothers also work either full or part time. Therefore the custodial care of many of the children during after-school hours is the responsibility of baby sitters or relatives.

There is, however, evidence of a fairly stable home life for most of the children. Parents are interested in their children's school achievements evidenced by excellent attendance at parent orientation meetings and conferences. The parents also show their concern for the educational programs and facilities of the schools and state that they moved to this community from urban centers to insure a better education for their children.

Writer's Role and Responsibilities

The originator of this practicum has been a kindergarten teacher in the above mentioned community for nineteen years and has taught in each of the four elementary schools during that tenure. Having been a resident of the town for eighteen years, the author feels an intergal part of the community and continues to maintain close ties to many of the people there although residing, at present, in an adjacent town.

Scholastic background includes: Barrington College, Barrington, R.I., (B.A.), Western Connecticut State College M.A.), Sorbonne University, Paris , France (French Language Certificate). She also attended Fordham University, N.Y. N.Y. as a doctoral student in Language and Linguistics and is currently a Doctoral student with Nova University.

Previous experience includes serving on the faculty of Barrington College for two years as co-director of the experimental Nursery School and Kindergarten and as a religious educator in Paris, France for seven years.

In her present employment as a kindergarten teacher the author has full responsibility for her classroom management and curriculum. Guidelines are set by the State department of Education and by the School Board but implementation of

these guidelines is the ultimate responsibility of the teacher. The two classes are heterogeneous, self contained groups with the teacher as the sole adult present. Once a week the children attend Music, Art and Physical Education outside the classroom.

CHAPTER II

STUDY OF THE PROBLEM

Description of the Problem Situation

Listening ability and listening deficits have become a focus for educators in recent years. The College Board lists "speaking and listening" as a basic skill needed before college. (Boileau,1984) Dr. Lyman Steil(1984), President of Communication Development Inc., states that "listening is an indispensible half of the communication equation... and must be a major goal across the curriculum.(p.14) "

The focus of the problem dealt with training listening and attentional skills in young children. There is a real need in this area evidenced by observation of lack of concentration and appropriate response to discussions or questions on the part of many kindergarten children. Some are never able to attend to verbal discussions or directions while a larger group needs frequent repetition or reminders to be "good listeners". A small group of children are very

responsive and attentive. The desired end of teaching listening as a skill is not primarily the skill itself, although that is valuable, but that more learning will take place.

Educators have discovered a direct link between listening skills and classroom learning (Taylor, 1964; Lundsteen, 1978). This awareness has caused them to examine listening as a separate and necessary skill to be taught and reinforced throughout a child's school career. Steil (1984) states:

> In these confused and stressful educational times a simple yet significant fact of education remains: the classroom learning success of students has been, is and will continue to be directly related to their listening ability. Consequently, all educators are significantly positioned to aid all students' listening/learning experiences. In this era of renewed focus on developing the basics, it is encouraging to see a steady growth of awareness and interest in developing listening skills.(p.13)

That there was a need to improve listening skills was evidenced in several ways. Children often appeared to tune out verbal directions or commands making it necessary for the teacher to repeat the same information more than once. It has been observed that if verbal information is accompanied by visual reinforcement such as pictures, charts, graphs, films, or object lessons, then attention and

retention is much improved. Visual skills seem much more acute than aural skills in most children.

While visual clues and helps are used as much as possible, at times it is necessary for the children to rely on verbal directions alone. For example, at times a child may have difficulty completing a workbook page or a worksheet correctly. When the teacher helps that child individually it is usually discovered that the child understands the work but did not listen properly to the directions.

Another related need concerned a fringe group from between 10%-20% of children who have attentional deficits and become disruptive to the group with non-attending behaviors such as talking or playing during instructional or discussion time.

That there was a real need to improve listening was evidenced by (1) This teacher's observations in the classroom,(2) Many other teachers had communicated this need as a top priority and concern and (3) the listening scores on the Stanford Achievement Tests showed need of improvement in this area.

There had been attempts to solve this problem, all of which had helped to some extent. Motivational strategies

such as praise for "good listening", the uses of a stamp which prints "good listening" on correct papers, and frequent reminders to be a "good listener" were often employed with some success. Children enjoyed playing listening and memory games, which had been utilized from time to time .Visual aids were used as much as possible to explain lessons and make learning interesting and successful. The problem still remained, however, that auditory stimulation when used in isolation although necessary at times, was not effective for many children. Therefore, the conclusion had been reached that direct training of this skill was necessary.

It was anticipated that, if this training were successful, the learning climate of the classroom and performance of the children would be evidenced in the following ways:

(1) There would be the need of less repetition by the teacher of verbal directions. A great deal of valuable time would be gained if this were actualized. (2) Children would be more successuful in directed activities in which responding to verbal directions was a prerequisite for success. (3) This success would help develop a more positive self-concept for many children. (4) In this atmosphere more

actual learning would theoretically take place. (5) The emotional climate of the classroom would improve because of the absence of disruption by non-attending students. (6) Scores which evaluate listening on standardized tests might improve.

To summarize: Children had poor listening and attentional skills which were in need of remediation. Improvement of these skills would increase the learning potential of these students.

Documentation of the Problem

A Needs Assessment Questionaire, to determine to what extent a need exists to develop a program to improve listening skills, was sent to the 70 elementary school teachers in our school district. The results of the 49 persons who responded were tabulated and the results were overwhelmingly positive. The Needs Assessment Questionaire appears in Appendix A. The responses to the questions were on a scale of 1-5 with one being not important and five as being extremely important. For the purposes of this documentation, results of the survey were noted as positive if the respondent marked 4 or 5 to the questions. Only two respondents replied that the need to improve listening skills was not at all important. The results of the opinions of the teachers follow:(Table I, p. 11)

Table 1

Needs Assessment Questionaire Response

Question		Positive Responses
I.	Listening Skills need improvement	92%
II.	Need to develop listening stategies	91%
III.	Do lack of listening skills impede learning	92%
IV.	Is remediation needed for disruptive students with attentional deficits?	77%
V.	Is T.V. a factor in poor auditory skills?	75%
VI.	Listening skills which work would interest me as a teacher	93%

It is interesting to note that, while the majority of those polled viewed listening skills as a very important issue to address, that a smaller majority were willing to assess the blame of poor listening habits on television viewing.

Analysis of the Causes

Due to increased television viewing we have become a visually oriented society. In particular, children watch TV 25-54 hours a week so that by the time children reach the age of 18 years they will have spent approximatly 22,000 hours watching television. (Liebert and Sprovkin, 1977) Because it is a passive activity "caregivers and teachers have worried over the possibility of a lowered attention span due as a result of the quick shifts in scene and character of most programs and programming which is geared toward entertainment rather than toward enhancing learning or encouraging persistent in-depth involvement with ideas," (Honig, 1983).

There also seems to be a tendency for children to "tune out" auditory stimuli on TV and attend only to what is of absorbing interest or very stimulating. It has been observed by the author that children will frequently be playing in the same room with a tuned in TV without paying any attention to it and suddenly stop to watch a riveting commercial! This tendency to tune out unwanted auditory stimuli, while perhaps serving as a defense mechanism,

tends to carry over into the classroom and into children's daily lives.

Another possible cause might be lack of motivation on the part of the students to listen because they do not see the value of listening as applied to themselves. Some children may need rewards or more instant gratification as a result of good listening practices. Motivation to listen because learning something new will occur as a result of listening is the ideal situation.

Listening may also not be a top priority in many of the homes from which the children come. Do the adults listen to each other or to their children and do these parents, in turn, expect the same behavior from their children when spoken to? Many parents when interviewed confessed to having to repeat things several times before getting a response. Parents do not always value effective listening as it relates to their child's academic success and do not assist in that training at home.

There is also a small segment of children who appear unable to listen or attend well because of an attentional deficit which needs to be remediated.

RELATIONSHIP OF THE PROBLEM TO THE LITERATURE

Introduction: The need for listening skills

Listening ability and attentional deficits have become important topics and a focus for concern with educators in recent years. Some research has shown a positive correlation between listening skills and classroom learning. (Steil, 1984)

Studies have also been done to investigate the relationship of reading readiness to attention. Both positive and negative correlation have been found between attention and reading achievement. Samuels and Turnure(1974), in studying first grade children, found that on-task behavior and reading achievement were related positively. In classroom observations of good and poor readers, Gambrell, Wilkson and Gantt (1981) observed the task attending behavior of these two groups in which good readers were found to exhibit on-task behaviors 92% of the time, while poor readers spent only 81% of their time in attention to the work. Gambrell et al questioned the reasons for their findings, theorizing

that the lack of attention might be connected to the appropriateness of the reading material for each group. It was suggested that perhaps the poor readers were given material which was too difficult to read and thus were less able to sustain attention. In any case, this seemed to establish the importance of attention to classroom performance.

In a study by Pelham (1979), a negative correlation was found between attention deficits and poor readers. The results of his study failed to support his hypothesis that poor readers show deficits in attention when compared to normal readers of the same age.

Hunt and Cusella, after studying the listening needs of organizations, felt that "students must be motivated to become more effective listeners through an increased understanding of the value of effective listening,"(p.400)

What Constitutes Good Listening?

Definitions of effective listening differ, but all have similarities. Barker (1971) defines listening as the selective process of attending to, hearing, understanding and remembering aural symbols." (p. 17)

Wolvin and Coakley (1979) suggest that listening includes the following: (1) Receiving a stimulus, (2) attending to the stimulus, (3) assigning meaning to the stimulus, and (4) remembering the message. This is similar to the theory of Goss (1982) who refers to listening as a "human processing system". He sees it as a three part perception and comprehension process that is identified as signal processing(auditory perception), literal processing(assignment of meaning) and reflective processing (in which listener evaluates message and speaker.)

The task of listeners is defined by Wolfe, Morsnik, Tracy and Nichols (1983): "As listeners, we receive aural stimuli, perceive and attach meaning to them, and retain the message while deciding how to respond." (p.8)

Speery Corporation literature (1980) dissects the listening process into four stages:

1. Sensing (learning the message)
2. Understanding (interpreting it)
3. Evaluating (appraising it)
4. Responding (doing something with it)

Since the research and emphasis on listening as a separate skill to be learned and taught is comparatively

new, there is still more, beyond definitions, to be learned of its exact nature. Stewart(1983) emphasizes that, "Although listening is widely viewed as a primary skill in the organizational context and as an important component of the basic speed communication course, there is relatively little research that carefully identifies the nature of the listening process or specifies its qualities or components.

Reasons for Attentional and Listening Difficulties

Educators theorize about the reasons for listening deficiencies, attributing to the Television Age the problem of visually oriented students who do not listen or are easily distracted by visual stimuli. (Scott, 1984) Studies by Singer and Singer (1983) suggest that heavy pre-school TV viewing was one factor that resulted in lack of attentiveness in the Astronaut test and in restlessness of subjects in a natural waiting, listening situation.

Others fault teachers who overinstruct or repeat themselves as a cause for lack of motivation to listen. (Garber, 1984) and Hobbs(1986) conversely, asserts that poor teaching techniques such as underrepetition or not giving students opportunity to digest information by speaking too rapidly contributes to poor listening habits. The topic of

redundancy in teaching was the subject of a study done by Hoeman, Brigg and Holland (1982) in which they found that redundant messages did not disturb the listening results of kindergarten, second and fifth grade students. In fact, the subjects found redundant messages easier to understand. Redundant messages of the subjects in repeating information was seen to be more informative.

Others list learning disabilities such as short attention span or hyperactivity as contributing to poor listening skills. (Anderson, Holcome and Doyle, 1983). In the study of 30 Learning Disabled (L.D.) children and 30 Normal(non-L.D.) children ages 8-11 years done by Anderson et al, signs of non-attention in L.D. children was significantly higher (at the .05 level of significance) than the control group of non-L.D. children. On a monotonous attention task, the L.D. children had more difficulty attending to the task and also responded to extraneous and task irrelevent stimuli more than the control group. A vigilance task was also given to the L.D. children on the basis of their activity level, i.e., hyperactive, normactive and hypoactive. This level was determined by observations and reports of behavior from the files of the special education counselors. The results demonstrated that the

hyperactive children were significantly more subject to attentional deficits (SD 30.9), with the hypoactive children showing some deficit, but much less (SD 17.7) and the normactive L.D. children having almost perfect performance on an attentional task of vigilance(SD .8). The conclusion was drawn that "At a functional level, the assessment of a child as learning disabled does not automatically presume that he has an attentional deficit." (p. 538)

A study was done by Samuels and Miller (1985) examining attention differences between third, fifth and sixth grade learning disabled children and normal children in a regular classroom of 28 students. No significant difference in sustained attention for academic or arts subjects were found between the two groups. Two other factors were also examined-- class size and teacher directed vs. independent activities. A significant difference at the .01 level was noted with the large group vs. small or medium group tasks for the learning disabled group. The results showed: L.D. mean attention for small group (n 2)= 79%; Medium (3-9) = 75% and large group (n 10+) = 59%. There was no opportunity to examine the effect of group size on attention for the normal students as their classrooms all had over 25 students.

The other part of this study examined sustained attention under teacher directed vs. independent instruction. In the special L.D. classroom, 31% of the instructional time was independent and 69% was teacher directed, while in the regular classroom 38% was independent and 64% was teacher directed. Thus, both classrooms were very similar in distribution of time. In the special class, the results of good attention behaviors was 78% for teacher-directed instruction and 62% for independent work. In the normal classroom the results were very similar-- for teacher directed instruction attention was 71%; for independent work it was 57%.

Thus, in this study, both class size and the type of instruction were found to be significant factors in determining attention while the type of learner was not. It should be noted, however, that these tasks administered were pure tasks of visual attention with no factors such as memory or skills present in testing.

Teaching Listening Skills

Taylor(1984) reviewed research on listening instruction and observed that "in every study reported in which listening instruction had been given, pronounced gains were

made in listening." (p.6) Wolvin (1984) asserts that good listening is learned, not inherent and that listening attitudes and behaviors can be improved by teaching teachers to listen through workshops and then passing the skill to their students. Steil (1984) argues that because listening is a skill, "knowledge, attitudes and behaviors which allow effective student listening must be taught and reinforced." (p. 14)

What are these strategies which enhance listening skills? Motivation to listen (Garber (1984) can be accomplished by giving the students opportunities to assume responsibility for listening. Some of these methods include having students restate a question and assume a teaching role themselves or by the "buddy system" in which a student helps another understand verbal directions by repeating the questions to the "buddy". Hunt and Cusella (1983) also advocated motivational strategies which increased the student's understanding of the value of effective listening.

If listening is identified as a problem solving task, (Goss, 1982) his strategies could be considered: (1) Pauses in conversation which allow the listener to think about the message, (2) Using redundancy in statements gives students

time to process knowledge, and (3) knowledge of a subject helps a student predict what will be said and make listening easier.

Armstrong (1985), who subscribes to the theory that listening is a skill which can be taught, suggests several ways to increase listening proficiency in children. Her techniques are all enjoyable activities which teach listening skills by being an active, interested listener. Some of these follow:

1. Reading stories to children.
2. Class listening to vintage plays.
3. Having students conduct interviews for the school paper.
4. Reading riddles aloud.
5. Students listening for sounds inside and outside and recording them.
6. Playing games such as "twenty questions" or "going on a picnic" in which each child in turn must remember all items previously mentioned and repeat them.

Too much teaching is teacher centered, giving students few opportunities for inquiry (Wolvin, 1984), thus teachers need to listen to students as well as lecture to them.

Wolvin asserts that in this way students would be more willing to reciprocate by listening to the teachers' instruction. He feels that teachers should be trained as listeners in three types of listening: Informative, critical and interpersonal. Listening then becomes the responsibility of both teachers and students so that "students and teachers spend most of their time together trying to gain and hold each other's attention, striving to understand and be understood." (p. 19)

Hartman-Hass (1980) believed listening to be a cognitive skill and argued that while Piaget did not believe in training to accelerate cognitive skills, including that of communication, according to Piaget, elaboration of these skills is possible. She also demonstrated, through reference to other studies, that it is possible to train the thought process. In evaluating the instructional activities used to improve listening skills, she noted the difficulty in teaching these skills.

> Effective listening is a difficult course for both students and instructors. Students are often unaware of the need to improve their listening skills. Unlike with reading, which is a more concrete activity, it is difficult for students to perceive immediate problems or benefits of listening. Students know they have been listening all their lives and they tend to assume that their listening failures are purely dependent on motivational factors: they are not

> conceived as being dependent on the need for cognitive skill development...Cognency, consistency and creativity are requisite skills for the listening instructor. While the challenge is great, so can be the rewards...a student can improve his or her listening up to 25% in a semester.(pp. 10, 11)

Empathic Listening

Effective listening implies more than the ability to hear words; these words need interpretation with meaning attached to them. Teaching children to listen infers that they comprehend what is being said by the other person, a kind of "reading between the lines" approach to verbal communication, and this could be termed empathic listening. Empathic listening occurs as one identifies with the speaker in such a way as to feel what the other is experiencing and truly saying. Berlo(1960) describes empathy as the "ability to project ourselves in other people's personalities." (p. 19) Carl Rogers, a strong proponent of empathic listening, explains that to be a good communicator " for the time being, you lay aside your own views and values in order to enter another's world without prejudice."(p.143)

Two authors found difficulty in accepting empathic listening theory as put forth by its proponents. Stewart (1983) said Berlo's role-taking theory of empathy "is based on the fiction that one can successfully and accurately

recreate the other's experience in one's imagination." Steward offers as an alternative a type of listening that is interpretive in which one becomes aware of another's views through a kind of "play" in which each one remains open to the other's ideas and engages in a "to and fro" conversation so that both listener and speaker build an understanding between themselves without sacrificing their own identity or values.

We may need to explore alternatives to empathic listening (Arnett and Nagawa, 1983). They conclude their critique on empathic listening with this statement:

> We recognize the difficulty of suggesting an alternative to the internal, inference based approach that grounds most empathic studies. The internal assumption of empathic listening is very much at the heart of our cultural appreciation of individualism. Perhaps the search for an alternative to empathic listening must cease to view the person's internal feelings as most important: rather the meaning given birth between partners in relationship may be the pivotal point for inquiry. (p. 374)

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTUMENTS

Goals and Expectations

It was projected that this practicum would result in a two-pronged thrust. The primary goal was to improve the listening and attentional skills in the kindergarten children in the classroom and thus improve their learning potential and overall academic success. A secondary goal was to network with fellow faculty concerning this subject in such a way as to be mutually helpful to many who expressed an interest through the means of the questionnaire.

It is necessary to define the skills to be remediated. There are two separate and distinctive skills involved: Listening Skills involve the ability to listen to oral directions and to respond appropriately to these directions. Also included in this skill is the ability to listen to a simple statement or story and repeat the story's or statement's meaning. One goal of this practicum was to improve the listening skills of all of the students in the class.

Attentional Skills are a problem of a smaller population of students within the class who exhibit the following behaviors:

(1) Difficulty sustaining attention during a story, conversation or while oral directions are being given.

(2) Inability to listen quietly without interrupting, talking to others or making noises.

(3) Inability to listen without movement such as moving around room, playing with toys or other physical activities.

(4) Difficulty sustaining eye contact with speaker.

(5) Tendency to be disruptive to group or another individual so that others are prevented from effective listening.

A chart follows which outlines the behavior expected for each of four objectives at the end of the practicum. Included in this chart is the end result anticipated for each objective with the corresponding evaluation tool and standard of achievement. These are the changes of behavior expected over the three month implementation period of the project.

Behavior Expected

The End Result	Evaluation Tool	Standard of Achievement
Improved listening skills for entire Kindergarten class	CIRCUS test for Listening Skills (Mc Graw Hill) (Appendix C)	40 out of 45 children will raise post-test score 15% or more
Attentional skills of non-attending students will improve	Score sheet to record behaviors (Appendix D)	Ten minutes of sustained attention
Cooperation of parents in developing good listening habits in their children	Follow up Questionnaire at end of project (Appendix E)	At least 50% of parents respond with three out of four positive answers
Listening skills information to be shared with fellow teachers	Voluntary workshop with elementary teachers in district	Cooperation of teachers shown by good attendance and 75% positive response to questionnaire (Appendix F.)

Mechanism for Recording Unexpected Events

A daily log was kept to record the activities used daily to develop listening skills. Any unusual, unexpected events which related to the subject of listening and attentional strategies were also recorded. Insights gained about the listening process were also noted. Feedback by parents who report additional observations or comments were also entered in the log.

Measurement of Objectives

The CIRCUS Listening test is a Standardized test for kindergarten children in which the administrator reads a short story paragraph and the children respond to questions about the story by marking the appropriate picture. The test measures the child's ability to listen to a narrative, understand and interpret events, remember sequences and grasp vocabulary. It was designed to test the types of oral presentations that the child is likely to encounter in the classroom. The test is to be administered to a group limited to twelve students. The class of 22 students will be divided in half with one group being monitored by parent

volunteers while the other group takes the test. The test takes about one hour to administer and will be completed in two days.

Chapter IV. Solution Strategy

Discussion and Evaluation of Possible Solution

A significant amount of information and research has been done on Listening in recent years and several authors have offered opinions and possible solutions to a recognized problem.

Teaching listening as a separate skill has been advocated by some: (Taylor,1964), (Wolvin,1984) and (Armstrong,1975). Armstrong was very specific in suggesting activities which help teach listening as a skill such as reading stories to children, reading riddles aloud, having students listen to sounds indoors and outdoors, playing games such as "Going on a picnic" or "Twenty Questions".

Other authors have advocated motivational strategies which employ rewards of both an intrinsic and extrinsic nature: (Garber 1984), (Hunt and Cusella, 1983). These strategies help the children perceive the need and desire to listen in order to receive wanted information or desired awards.

Another approach to the problem of lack of listening skills in children is that of training teachers to be better

listeners and thus pass that skill over to those they teach. Wolvin(1984) advocated teachers receiving this type of instruction, feeling that students would reciprocate with attention when their teachers also know how to listen to them.

There are some curriculum materials that have been developed which rely on tapes and worksheets to develop listening skills which can be purchased and used. Developmental Learning Materials have the most material on this subject.

All of these strategies have some validity, and many have been used in the past, with minimal success, but more needed to be done of a specific nature, as the problem did not appear to as yet be solved. Listening is a complex skill whose remediation needed to be addressed. It was expedient to involve the subjects (the children) and to address their needs and interests. Further involvement was extended to the home of the subjects as parents' help and understanding was essential to success of the project.

The teacher also examined teaching styles and methods which she was employing in the classroom in order to facilitate these goals.

Description and Justification for Solution Selected

The writer employed several activities which made the children aware of the need for good listening habits and provided them with the desire to give attention to auditory stimuli.

1. Listening Center Table: This was a very important, popular and integral part of the project. The listening table had equal access time with other work centers in the room such as the math corner, the writing table, the art and music centers and the building and house corners. It was available each day during free activity period and was used by both individual children and small groups. Each child was expected to participate at least once or twice a week at this center. The center was equipped with a cassette recorder and six earphones. The software included tapes containing listening activities, some listening games, listening tapes, and story books with accompompanying tape scripts which were changed frequently. One of the most enjoyed tape series was entitled "I heard it with my own two ears"(Spoken Arts, Inc.) This series involved a great deal of aural and verbal participation by the students. The

"Listening Table was so popular that it was necessary to set up a chart to make sure that all students had equal time.

2. Group Activities: Fifteeen minutes of each day was devoted to listening activities and games in a group setting. The activities were varied and enjoyable to the children.

Listening Walks were very productive for listening practice. Outdoor and indoor walks were followed by discussions of what was heard, followed by an experience chart listing the items they remembered. Sometimes this activity was followed by the children drawing a picture of some of the things they heard.

Listening to a tape or record with animal sounds, country and city sounds or locomotion sounds was used. Also very effective were records with commands which required listening such as standing up to a color or directional commands.

Auditory-motor activities(Walker Educational Book Co.) consisted of the teacher reading a story in which an animal was performing an activity such as a "copy cat" tapping, A squirrel hopping, a woodpecker pecking etc. The children

responded to increasingly difficult patterns of tapping, hopping and clapping.

Mystery" pictures In this activity, the teacher described a scene after which the children drew the scene. This was very effective to determine listening comprehension and recall.(Sample page of "Mystery Picture" in Appendix I)

Worksheets for teaching specific skills which incorported listening as a prerequisite were also a part of the program. Many of our Math activities involved listening to oral directions in order to correctly respond to a worksheet. Reading readiness activities which required auditory practice and dicrimination with beginning and ending sounds and rhyming words were used as listening activities. An excellent source for Listening worksheets is Harnishfeger,L.(1980) Listening Activities for Young Children. Denver. Love Publishing Co.. The children were also apprised at the introduction of each such worksheet that it was a "good listening activity" so that the goal was reinforced.

3. Motivation: A motivational incentive program for "good listening" was instituted in which a child received one "ticket" for successful completion of each "good listening"

activity. When a child had collected twenty tickets he/she received a small prize. Verbal praise for "good listening" was frequent both in an individual and group context and appeared very effective. The motivational devices appeared to be of crucial importance for those with attentional deficits.

5. Storytime: Storytime was used as a means of ascertaining the listening skills of children by the use of of interrogation about stories read, as well as allowing the children to retell or act out the stories each time one was read. Attention to detail and to determining the main idea of the story was important. Poetry was also used in several ways: Poems which were likely to evoke emotion were read and the children were encouraged to discuss their feelings. Sometimes a poem was read and the children were asked to guess the title or make up a title for the poem.

6. Networking: A workshop with fellow teachers was offered at the completion of the project. This workshop was for the purpose of disseminating methods used and insights gained during the practicum process. Teachers were also invited to share ideas for listening strategies which they had successfully employed. A handbook with a rationale, goals

and helpful hints as well as numerous listening activities on all age levels was also distributed at the workshop. Although many teachers responded positively to a poll in which they were asked of their willingness to participate in such a workshop, the attendance was disappointing, with only five teachers particpating. Many expressed their regrets at not being able to attend because of the proximity to the end of the school year and conflict with other plans. Those who attended indicated that the workshop and the handbook were very valuable and should be rescheduled in the fall as a presentation at at regularly scheduled staff meeting. (Sample pages from manual- Appendix H)

7.Parents' Cooperation: A letter to parents to inform them of the project and to enlist their interest and cooperation was sent home at the onset of the practicum. Literature was sent home periodically on several related topics: The need for listening skills, Possible harmful effects of excessive T.V. viewing, and some helpful hints to increase their child's good attention habits at home. A questionnaire was sent home at the end of the practicum to
determine the parent's opinion of the effectiveness of the project. The majority of the parents responded positively to

the questionnaire except for a question relating to a carryover of good listening habits at home. A listing of parent responses appears in Appendix F .

CHAPTER V

RESULTS, CONCLUSIONS AND RECCOMMENDATIONS

Summary of Findings

The need and justification for remediating listening and attentional skills was established earlier in this paper. It was also theorized that improvement of these skills would increase the learning potential of the students who received the remediation. It can be proved that listening skills can increase through a concerted effort as described in chapter four of this report. To show that the learning potential of these students has increased is much more subjective and difficult to prove. This author has come to the conclusion, through observation, that a direct, positive impact on such learning skills as concentration, recall, listening to and following directions, making inferences and drawing conclusions as well as motivation to learn came through the training of listening skills.

Results of the Practicum

The main thrust of the practicum was to improve the listening skills of the entire Kindergarten class. It was projected that 40 out of 45 children would raise their post-test score on the CIRCUS listening test 15% or more. The average increase of the entire class was 22.6% However, only 22 out of 45 children raised their scores 15% or more. 31 out of 45 children raised their scores on the test by 10% or more. Eleven of these children, because of their high pre-test scores, were unable to raise their scores beyond 14%. The average gain of these "high" students was 7%. Two students made no gain on the post-test. One of these was a child with an attentional deficit:the other was a student with a very high pre-test score who initally missed only three items on the pre-test. Two students improved dramatically in listening ability. One made a 38% gain on the test and the other 40%. (pretest-postest scores for Class A and B : Figure I, pg. 41) (Improvement by percentage on CIRCUS listening test: Figure II, p.41)

Attentional skills of non-attending students was another focus of the practicum. It was discovered that these skills differ fundamentally from listening skills. It is

Figure I

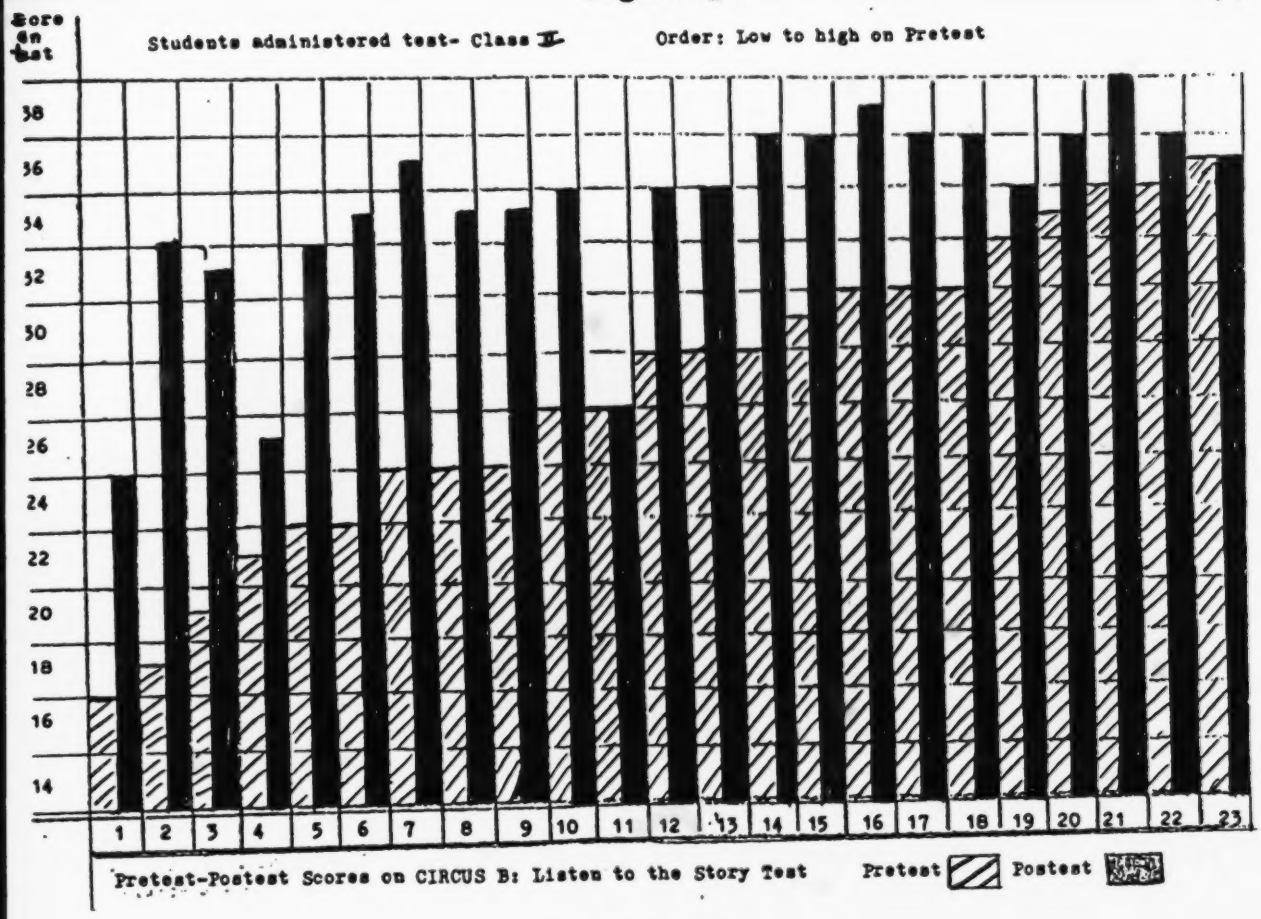
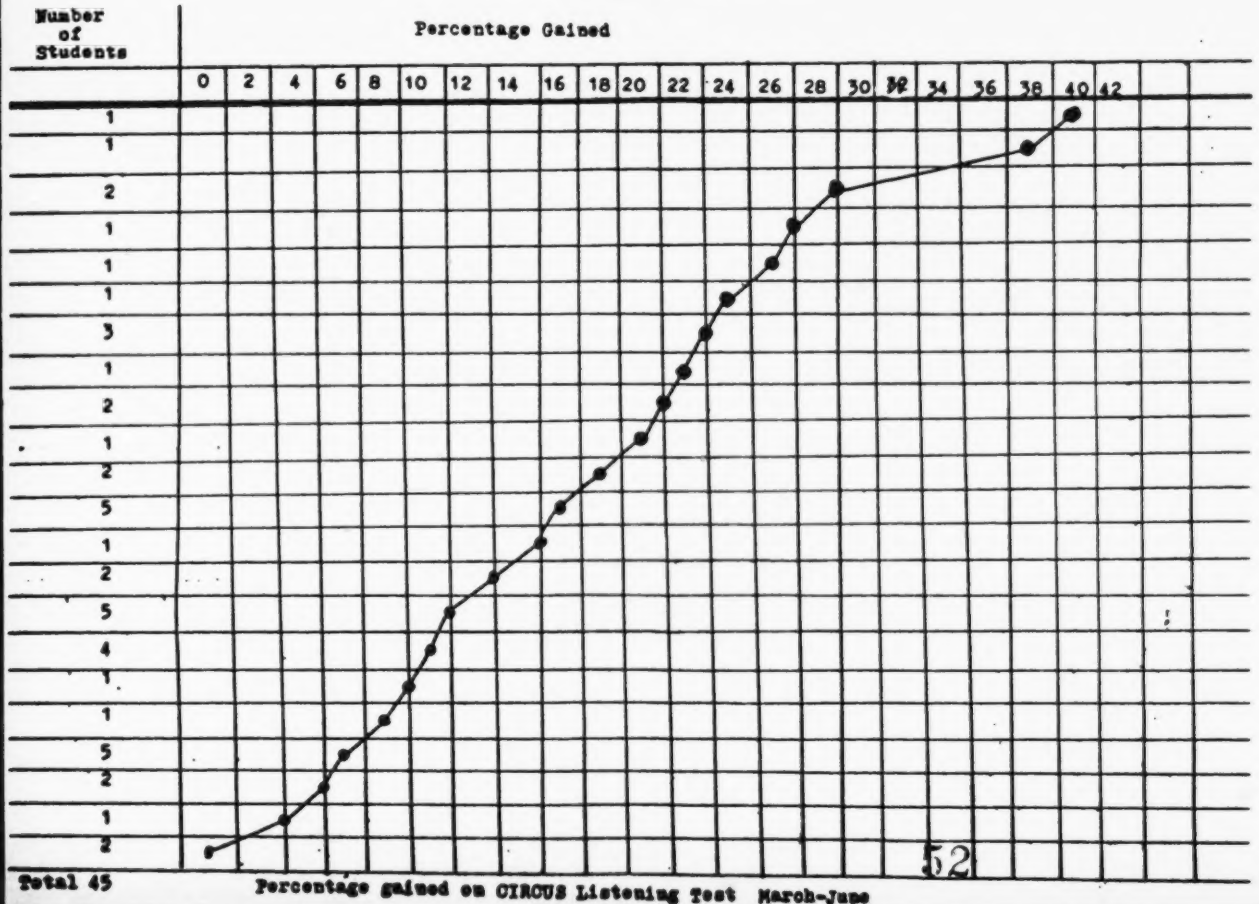


Figure II



difficult to draw any definite conclusions about this population since it was too small in this particular instance. Although in previous years the author had observed a larger percentage of children exhibiting this problem, only two children out of forty-five were in this category this year. One child showed considerable improvement by being able to sustain attention quietly for up to fifteen minutes. This child did not meet the desired criterion for listening without disruptive movement but showed a significant improvement in this area. The other child improved only slightly and met only one crterion out of five- that of not disrupting others during a listening activity. (Results of attentional behavior changes appear on page 43, Table II.)

Objective three of the practicum related to the cooperation of the parents in developing good listening in their children. It was projected that at least 50% of the parents would respond to a questionnaire with three out of four positive answers. Since 33 out of 45 parents responded to the questionnaire with mostly positive answers to three out of four questions, this objective was met. All respondents felt that the materials and information sent home was helpful to some degree, with 58% of these stating

Table II Changes in attentional behaviors

ATTENTIONAL BEHAVIORS WEEKLY SCORE SHEET

NAME OF CHILD Joseph

BEHAVIOR	Time of attention in min.	
	3/6/87	6/5/87
1. Is able to sustain attention to story or direction.	2	8
2. Is able to listen quietly without interrupting.	1	5
3. Is able to listen without disruptive movement.	1	5
4. Does not disrupt other children from listening.	2	15
5. Keeps eye contact with speaker	0	3

NAME OF CHILD Michael

BEHAVIOR	Time of attention	
	3/6/87	6/5/87
1. Is able to sustain attention to story or direction.	3	15
2. Is able to listen quietly without interrupting.	3	15
3. Is able to listen without disruptive movement.	0	8
4. Does not disrupt other children from listening.	0	10
5. Keeps eye contact with speaker	1	15

Total Attention Expected- 15 minutes

that it had been significantly or very helpful to them. 93% of the parents stated that they were now more aware of the coorelation between listening skills and achievement in school and 85% of the parents were positive in their response about their intentions to follow through this project at home. In response to the question concerning the improvement of the child's listening skills seen at home, the responses were more varied and less positive. 57% saw a minimal improvement, 37% saw a significant improvement and two respondents stated that they saw no change in listening habits at home. A discussion of these findings will follow in this paper. (Results of Questionnaire-Appendix H)

The last objective of this practicum was to disseminate information and methods useful for remediating poor listening skills to fellow teachers by means of a workshop. Although 93% of the 70 elementary teachers in our district had responded positively on a questionnaire of their desire to attend such a workshop, only five were present. The timing of the workshop was probably a factor as it was held on the next to last week of the school year when teachers are very busy and have many commitments. Several expressed regrets and their desire for a possible future workshop.

Those attending were very enthusiastic and gave 100% positive responses about the workshop on a questionnaire. These responses indicated that the workshop was helpful, and that these teachers planned to use the ideas presented in their classrooms.

The respondents also saw the need for further exploration of the subject. Those present were especially pleased to receive a 28 page Listening skills manual which contained a rationale, information about listening skills and numerous listening games and activites for various grade levels. (Sample pages of this manual appear in Appendix H)

Effect of Listening on Academic success

It was theorized that remediation of listening skills should result in classroom learning success.(Steil 1984,Lundsteen 1978). In reviewing the Stanford Achievement test which are administered at the end of each year to our students an increase was shown over last year's scores in Math , Reading readiness and Listening. In 1986, the average Stanine in Math was K.7- in 1987 it was 1.0; Reading Readiness in 1986 was K.8, in 1987, 1.1. The most significant change was Listening; up from K.8 in 1986 to 1.8 in 1987. an increase of one whole grade level.

Discussion

As a result of this practicum, a definite,observable improvement in listening skills occurred. Research findings (Taylor(1984) (Steil 1984) have stated that listening instruction produces gains in listening skills, attitudes and behaviors. The gains were not as large as had been projected due to an unexpected event. The class to which this practicum was applied was A-typical of the writer's previous classes in that it was a much more attentive and cooperative group than usual. As has been mentioned, 11 out of the 45 children scored high on the listening pre-test and the maximum possible raise in their scores was 14% or less. Since these students were already good listeners, their average gain of 7% was encouraging. Although the goals were only partially met, definite, observable change did occur in all students, with the most needy students improving to the projected degree and above.

It seems important to discuss the reasons for the success of the practicum. There were several factors present which could have contributed to the changes seen in the listening habits of the children and need to be present in the implementation of a similar program.

(1) Preparation: Preceding each activity, the teacher announced the goals and purposes of the activity. Statements such as: "We are learning to be better listeners", "Now we are going to play a listening game", "I see that you all are becoming better listeners" etc. were used daily.

(2) Interesting and enjoyable activities: It is felt that the children responded positively to the activities because they were all enjoyable to them. The listening center was one of the most popular interest centers in the room and because it was set up as a group activity appeared to make it more attractive to the children. Many of the daily activities were in the form of games which involved active participation which all children naturally enjoy. Even the paper and pencil listening tasks were interesting because they involved child-centered subjects, or were in the form of puzzles, "mystery" pictures or drawing and coloring.

(3) Motivation: Two types of motivation which were successful (one tangible and the other intangible) were used. Praise was a very effective tool to keep the children "on task" and was used frequently. The awarding of colorful paper "Good Listening" tickets was the most significant

motivational device. It was observed that the acquisition of the tickets from day to day seemed as important to the students as the anticipation of the final prize that they were to receive for twenty tickets. Tickets were prized possessions and often taken out of cubbies and counted. An added benefit of the tickets was that they became a voluntary math activity. Children were able to count the tickets and knew "how many more" they need to gain twenty. This is a higher function of math than is usually expected of Kindergarteners.

(4) Integration into the curriculum: Time is often at a premium in the normal classroom. The required curriculum makes so many demands that time is a precious commodity and an added activity to the instuctional day can be stressful and difficult. Therefore many of the listening activities used were of an academic nature which fulfilled the goals set for Math, Reading Readiness and Language Arts.

Remediating Attentional Deficits:

Children with attentional deficits did not respond as well to remediation as the other students. Attentional deficits and listening skills do not appear to be the same problem. Results from this practicum are not conclusive,

however, due to the small number who exhibited this disability and therefore difficult to analyze statistically. Some small gains were made by these children which took place during the last month of the practicum. The change was observable at a certain point in the middle of May which was more than two-thirds through the program. Perhaps more change would have occurred given more time.

Cooperation of Parents:

It was felt that the parent's cooperation and follow through was a very important aspect of the practicum. Reinforcement of these skills at home was considered essential to effect complete change in listening habits. Parent's anonymous responses were mostly positive and very encouraging.

"I was impressed with the whole program, pleased with the results...she enjoyed the whole program."

"My son's Kindergarten year was much richer due to the listening program."

I think listening is a major part of learning and very important."

"The listening skills notes brought home reminded us to listen to what our child tells us and to be an example. They were very helpful."

"My child enjoyed and benefited from the listening program but less change was seen at home. Habits learned at home are hard to break."

Several other parents communicated the same observation concerning lack of much change in listening behaviors at home. A few parents, however, stated that they had made a concerted effort in this direction and that change had occurred. Perhaps the parent's amount of committment to follow through with suggestions was the deciding factor and this area is difficult for a teacher to regulate. The writer also concluded that a parent's meeting or workshop supplementing the notes sent home with the children would have been beneficial.

Summary and Recommendations

Listening skills in Kindergarten improved through a concentrated program of Games, Activities and motivational devises. Parent's cooperation was helpful, but was not seen as a deciding factor for success in the classroom setting. A weakness of the program was seen to be a lack of carry-over of listening skills at home, which might be increased by a more concerted effort to educate and motivate parents to follow through at home. Attentional deficits appear to be dissimilar to poor listening habits and do not respond in the same way or as quickly to group remediation.

This might fall in the field of learning disabilities which are better addressed by specialists in the field.

Because this practicum offered a workable solution to the problem it is recommended as a viable program to improve listening skills in the Kindergarten child. The writer plans to incorporate these findings and to implement a similar program into future classes with some modifications.

The program will be less concentrated and commence near the beginning of the school year, using two to three activities per week. The listening center will continue as an interest center in the classroom. The motivational devise of good listening tickets will be used to coincide with the activities with a few modifications in design and size. Because of a problem some children experienced with loosing tickets, each child will recieve an envelope in which to put the somewhat smaller tickets than were used this year(4 1/2 x 3 in.)

Dissemination

The elementary teachers of the district were invited to a listening workshop in June of this year. Due to several factors already discussed, the attendance was poor. A 28 page manual on listening skills was prepared for teachers attending this workshop. Fourty-four listening games and activities for the Primary grades were included as well as

thirty-eight specific activities for the Intermediate grades. The teachers present found the information disseminated about listening skills and remediation useful and informative. These teachers expressed the need to present this information to the rest of the faculty and plans are underway to duplicate the workshop in the fall at a regularly scheduled faculty meeting in our building. The other two elementary principals in the district will also be offered a similar presentation in their schools. If enough interest is generated by these workshops, the writer plans to offer similar opportunities to adjoining school districts.

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APPENDIX A

NEEDS ASSESSMENT QUESTIONNAIRE

Needs Assessment Questionaire: Listening and Attentional Skills

On a scale of 1-5 please rate the following on the order of importance: (1) not important- (5)extremely important (circle one)

1. Listening skills in children demonstrate a need for improvement. 1 2 3 4 5
2. Evaluate the degree of importance of developing stategies to improve listening and attentional skills. 1 2 3 4 5
3. Lack of listening skills often inhibit learning. 1 2 3 4 5
4. Remediation is needed for disruptive students who often lack attentional skills. 1 2 3 4 5
5. In my opinion, television viewing is a factor which has created a visually oriented child who "tunes out" aural stimuli. 1 2 3 4 5
6. Listening strategies which prove to be successful would be of interest to me as a teacher. 1 2 3 4 5
7. I would be willing to share listening strategies which have been successful in my classroom with those interested. yes no

.....

Signed_____ Grade_____

(Optional) School_____

Please return to: Charlotte Edleston
by 10/22/86 Austin Road School

APPENDIX B

SCORE SHEET FOR PRETEST-POSTEST

SCORE SHEET FOR LISTEN TO THE STORY TEST

Perfect score = 38

Pretest: March 1987
Postest: June 1987

A.M. Student	Test Score		P.M. Student	Test Score	
	Pre	Post		Pre	Post
1.	24	33	1.	30	37
2.	22	23	2.	24	35
3.	30	34	3.	28	36
4.	26	37	4.	19	31
5.	28	32	5.	26	34
6.	34	36	6.	22	32
7.	28	33	7.	32	34
8.	35	37	8.	30	36
9.	34	37	9.	22	33
10.	23	30	10.	26	26
11.	28	32	11.	29	36
12.	25	30	12.	33	36
13.	29	33	13.	35	35
14.	34	37	14.	34	36
15.	28	30	15.	21	25
16.	22	32	16.	34	38
17.	34	37	17.	28	34
18.	32	37	18.	34	38
19.	30	36	19.	30	36
20.	24	28	20.	17	32
21.	29	35	21.	28	34
22.	31	35	22.	16	24
			23.	24	33

APPENDIX C

WEEKLY SCORE SHEET FOR ATTENTIONAL BEHAVIORS

ATTENTIONAL BEHAVIORS WEEKLY SCORE SHEET

NAME OF CHILD_____

BEHAVIOR Time of attention

1. Is able to sustain attention to story or direction.

2. Is able to listen quietly without interrupting.

3. Is able to listen without disruptive movement.

4. Does not disrupt other children from listening.

5. Keeps eye contact with speaker

APPENDIX D

TEACHER'S WORKSHOP QUESTIONNAIRE RESULTS

Please answer the following questions on a scale of 1-5

(1= strongly agree: 5= strongly disagree

1. I found this workshop to be personally helpful to me( )
   (1) 3 (2) 2

2.This workshop met a need which has not been previously addressed sufficiently. ( )
   (1) 2 (2) 2 (3) 1

3. I enjoyed and profited by networking with fellow teachers on this subject. ( )
   (1) 1 (2) 2 (3) 2

4.I plan to employ some of these ideas in my classroom.( )
   (1) 2 (2) 2 (3) 0 (4) 0 (5) 1

5. We need to further explore this subject. ( )
   (1)2 (2) 2 (3) 1

Questionaire used at Teacher"s Workshop June 11, 1987
Number present- 5

APPENDIX E

PARENT'S QUESTIONNAIRE RESULTS

LISTENING SKILLS PROJECT

PARENTS' QUESTIONAIRE

Please check the number that best expresses your opinion as follows: (1) Not at all (2) Some (3) A Significant amount (4) Very much

1. The materials and information about listening skills which were sent home were helpful. (1) (2) (3) (4)
0 13 12 7

2. We are now more aware of the correlation between listening skills and achievement in school. (1) (2) (3) (4)
2 7 8 16

3. We have seen an improvemnent in our child's listening skills in the past three months. (1) (2) (3) (4)
2 19 9 3

4. We plan to follow through this project by being aware of our child's listening habits and seeking to help them improve furtner. (1) (2) (3) (4)
1 4 10 18

COMMENTS_____

_____

Responses of 33 parents of kindergarten children following practicum remediating listening skills.

APPENDIX F

TEACHER'S WORKSHOP INVITATIONS

INVITATION TO

A LISTENING SKILLS WORKSHOP
FOR ELEMENTARY TEACHERS

AUSTIN ROAD SCHOOL
THURSDAY, JUNE 11,1987
3:30-4:30 P.M.

Come and gain some valuable insights and stategies for improving listening skills which have been gathered during the implementation of my Practicum during the last three months.

Please come prepared to share with our colleagues any insights/practices /strategies that you have found valuable in improving listening skills in your classroom.

Also available will be a booklet of listening skills learning aids which has been compiled and will be distributed to all who attend the workshop. There are many practical ideas for different grade levels which should be of help to all of you.

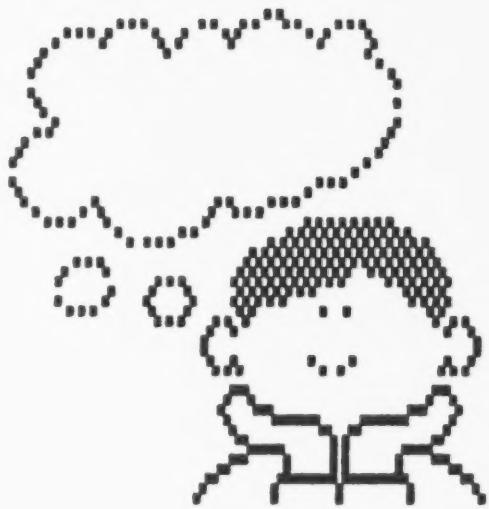
Charlotte Edleston

Workshop Director

APPENDIX G

SAMPLE PAGES FROM LISTENING WORKSHOP MANUAL

LISTENING



WORKSHOP

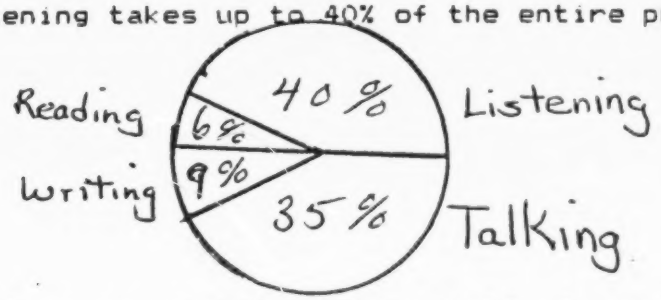
RATIONALE

Listening ability and listening deficits have become a focus for educators in recent years. The College Board lists "speaking and listening" as a basic skill needed before college. (Boileau, 1984) Dr. Lyman Steil(1984), President of communication Development Inc., states that "listening is an indipensible half of the communication equation...and must be a major goal across the curriculum.(p. 14)"

The desired end of teaching listening as a skill is not primarily the skill itself, although that is valuable, but that more learning will take place. Educators have discovered a direct link between listening skills and classroom learning(Taylor, 1964: Lundsteen, 1978). This awareness has caused them to examine listening as a separate and necessary skill to be taught and reinforced throughout a child's school career. Steil(1984) states:

> In these confused and stressful educational times a simple yet significant fact of education remains: the classroom learning success of students has been, is and will continue to be directly related to their listening ability. Consequently, all educators are significantly positioned to aid all students listening/learning experiences. In this era of renewed focus on developing the basics, it is encouraging to see a steady growth of awareness and interest in developing listening skills.(p. 13)

It is also interesting to note that within the communication chain, listening takes up to 40% of the entire process.



Therefore if we are spending almost half of our time listening, we as teachers need to instruct our students in the most efficient way of listening.

It is also important to teach children to listen with discrimination and comprehension. We assume children develop listening naturally, but it is a skill that must be learned. It is our job as teachers to give our children the tools to become critical listeners and thinkers.

"It is essential that we focus on improving listening literacy; because it is estimated that we comprehend and retain only 25% of what we hear, and 80% of these ideas are distorted." (Tiedt, p. 88).

TEACHING GOOD LISTENING HABITS

1. Be a good listener yourself. The teacher is the model. We all tend to talk too much.

2. Children need to have the freedom and opportunity to speak with uninterrupted attention. When others listen to them, they learn to reciprocate.

3. Help children understand the importance of good listening. Make listening rewarding in itself.

4. Sometimes tangible motivational rewards for "good listening" are helpful.

5. The atmosphere or physical setup of the classroom can encourage or discourage listening.

6. Children need to learn the mechanics of listening such as teaching them to "Look at the speaker", "Take your turn talking", "Try to think about what the speaker wishes to say", "be attentive when others talk" etc.

7. Listening is not just something to be taught as part of "Language Arts", but needs to be incorporated into all study areas and become a lifelong habit.

8. Children need experiences in the art of listening. Plan activities and games with this purpose in mind.

LISTENING CENTER ACTIVITIES

1. WHAT'S NEW TODAY? Students may take turns recording happenings in their own lives, current events, classrooom activities, news of classmates etc. Others then can listen to their news. (Wagner,1976)

2...What Kind of Sound? Students can listen to tapes of actual sounds of objects in the environment or sounds of different musical instuments and try to identify them. (Russell,1959)

3. Following directions: Make a tape with the following directions:

1. Write number one and put your name beside it.
2. Write number two-draw a square beside it and color the square green.
3. Write number three-draw a circle next to it and put an A in the circle.
4. Write number four -put an X beside it and draw a line un der the X.

These activities can be much more complicated for older children. Make up your own.

4. Listening Comprehension. Tape record a story or poem for the appropriate age level. Make up ten question cards and ten answer cards based on different types of comprehension.(facts, main idea, inference, facts, conclusion etc.) Ask the students to match the question card and answer card. Make the activity self checking by drawing lines on the backs of both cards which match up to the correct answer.

5. Creative endings. Tape record part of a story, stopping in the middle of a sentence or at a critical point in a paragraph and let the children think about what can come next.They may write down their responses and place them in an envelope with their names at the listening center. Older children can learn how to record their responsews on a tape. (Schaff,1978)

9. Following a Map: Part of the skill of map reading can be learned at the same time listening is practiced. Using copies of simple classroom maps at beginning stages, or more complex ones for advanced map readers, the students follow directions given orally by the teacher. The directions take them from one place to another on the map. The various stops along the way can be discussed, or noted in some way on the map copies. (from Quant (1983) p.107)

10. Missing Persons: Individuals pass a verbal description from one person to another while trying to keep all the details unchanged. Each individual listens to the direction only once before repeating it to the next person. This can be done by isolating a group of children, bringing back one to hear the description to the next child who is brought back, and so on until the last child relates it to the class. It can also be done by having individuals listen to the previous child's taped decription into the tape recorder. Descriptions could include a ficticious person, a traffic accident, a historical event, sport event, or missing objects. (from Quant (1983) p. 108)

11. Recipe Following: Give the class oral directions on how to perpare some food. Form groups and allow these groups to make the item by following the oral directions that were given. (from Devine (1982) p.21)

12. Geometric Designs: Cut up colored construction paper into squares, triangles, rectangles, circles and other geometric shapes. Place five of each color and shape in an envelope for each student. Have students sit back to back in pairs. One student in each pair is the direction giver and the other the follower. The leader builds a geometric design step by step, telling the other person what each step consists of. ("Put a yellow square in the middle of the desk. Put a red circle under it. Now place a blue triangle to the left of the circle, etc.") The listener, unable to see the speaker, must relay on these oral directions to reconstruct the same design. (From Devine 1982) p. 21)

13. Using a number line or ruler: During Math time use a number line or ruler and give oral directions. The teacher can tell children to move up or down so many numbers, or centimeters or inches. The object is to end at the same numeral as the rest of the class. (from Quant 1983) p. 107.

Listening Activities Grades K-3rd

11. Sound Stories: Tape a series of interesting sounds- a bell ringing, voices whispering, a motor running. Play this sound story as children tell the story they imagine fits the sounds. The teacher can print the story and all can read it. (from Tiedt (1983) p.105)

12. The Sounds of Silence: Listen to silence! Have everyone be as quiet as possible. Are there still noises to be heard? Do you think it could ever be completely quiet? (from Tiedt: p. 104)

13. The Big Wind Blows: The teacher will say:" Big Wind blows" Students say: "What does it blow?" Teacher will say: " It blows those who are wearing red socks." The students who are wearing red socks must run. This game will help children not only to listen, but also colors and objects. Sometimes children can be leaders. (From Flood (1984) p. 94)

14. Listening Walks: The writer's class enjoys "listening walks" You can take an inside listening walks and listen to the sounds in the scool. Outside walks can vary in location and the time of year. Children are instructed to be very quiet so that they can hear even "little" sounds. Upon return to the classroom, children recall what they heard and make a picture about it or dictate them as the teacher writes the sounds on a chart.

15. Placing events or steps in order: In any subject area there are times when events or steps are told out of sequence and the listener is expected to know the proper order. These can be read to younger children or put in a paragraph for older ones. This can also be used with cartoons or one line sentences that build up to a familiar story. (from Quant (1983) p. 106)

16. The Train Game: One child is an engineer and gives an initial sound. The engineer calls on someone to give the same sound and if the sound is correct, the child joins the train. (from Flood (1984) p. 97)

17. Whose Voice Is It? Have five speakers ready to speak. The other children should all be ready to listen, with their heads turned around. Ask one of the five children to speak and have the listeners guess who spoke. (from Flood (1984) p. 97)

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APPENDIX I

SAMPLE PAGES OF LISTENING ACTIVITIES

Report-Listening

Listening Activity

MYSTERY PICTURE

Points		
3	1.	Draw a large square in the middle of the paper.
	2.	Now we are going to draw some things inside of the square.
3	3.	Draw a small up and down rectangle at the bottom of the square.
4	4.	Now draw three small squares inside the large square.
	5.	Now we are going to draw some things outside of the large square.
4	6.	Draw a large triangle on top of the large square.
3	7.	Draw a red flower on the left hand side of the large square.
3	8.	Draw a blue flower on the right hand side of the large square.
3	9.	Draw one green and yellow ball under the square.

Total

23 pts. Child will receive one good listening ticket for 18 points or above. Will receive <u>two</u> tickets for perfect score.

Report-Listening

Listening Activity April 6

Read description of this scene. Children then draw a picture of the scene.

One day two children took a walk to "find Spring". They saw that the grass was green.(1) They saw a tree(2)with buds(3) on it. They walked by a lake(4) and saw some pussy willows.(5) Then the little girl(6) saw a red flower(7) and a yellow flower.(8) Last, they met a boy(9) flying a kite.(10) They said: "Spring is here".

Children receive one good listening ticket for drawing at least six things in their picture.

Perfect score of ten: Child is awarded two good listening tickets.

Report-Listening

Listening Activity 5/19/87

Listen to this story and draw a picture about it.

Bob and Jane were flying kites. Bob's red kite was caught in a tree. Jane's orange kite fell on the ground. This is not a good day for kites, said Jane. Let's go home.

APPENDIX I

SAMPLE OF NOTES SENT HOME TO PARENTS

March 9, 1987

Dear Parents,

Educators have found,by research, that learning skills and therefore achievement in school is directly related to children's ability to listen. There is a growing concern amoung Educators about the need to improve listening skills in our school children.

In our classroom, during the next three months we are inaugurating some activities which will seek to address this subject. The children will be involved in several types of listening games and activities.

You will receive information and updates from time to time so that this can be a joint project between home and school. Your cooperation and interest will be invaluable to the success of the project.

Sincerely,

Charlotte Edleston

Kdg. Teacher

Helpful Hints for Developing Good Listening Habits

1. Listen to what your child has to say. He or she will then be more willing to listen to you.

2. Expect your child to listen without interrupting while others are speaking.

3. Read to your child every day. After reading the book, discuss the idea and details of the story. This will determine your child's recall and understanding.

4. Encourage your child to listen to educational television programs. After the program take the time to discuss it with your child to see how well they listened and what they learned.

5. A television set which is tuned in too much of the time encourages children to learn to "tune out" auditory information. Try tuning in the T.V. less frequently.

6. Make it a practice to give directions or requests only once. Expect your child to listen the first time.

7. Give frequent praise for good listening to help the child understand it's importance.